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ABSTRACT

This compilation of brief papers provides descriptive and evaluative information about Central Florida Community College's Handicraft Co-op Program, which seeks to involve low-income senior citizens in a crafts program that has recreational and therapeutic value and also provides supplemental income. The first paper offers an overview of the project, touching upon initial efforts and attempts to expand, financial difficulties, and other problems. The second paper furnishes background on the Community Instructional Services Fund, which provided program financial support. The third paper contains the original plans and purposes of the program, revealing how its structure, activities, training functions, and evaluation procedures were initially perceived. The fourth paper looks at selected characteristics of the 96 members of the Co-op. The fifth paper describes the program's inception; compares anticipated with actual results; discusses campus support for the program; reveals examples of resulting agency/community cooperation; and offers suggestions for increasing work opportunities for older adults and for implementing similar programs. The final paper outlines recruitment and outreach efforts, instructional strategies, program and product costs, and staff activities. Appended are: (1) 12 program rules; (2) job descriptions for program personnel; and (3) record-keeping and bookkeeping guidelines and forms. (AYC)

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STRATEGIES FOR THE ESTABLISHMENT OF A HANDICRAFT COOPERATIVE.

Catherine Brewster

Central Florida Community College
Human Development Outreach Project

March, 1980

JC 810 027

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OVERVIEW OF HANDICRAFT CO-OP PROGRAM

This Handicraft Cooperative is part of a Title I Human Development Outreach Project of Central Florida Community College. The primarily rural three-county district covers 3,248 square miles with a 1978 population of 159,479. Of this population, 31,200 (or about 26%) are over 65 years of age. The national average per population is 10.1%.

Objectives of the project are to provide educational programs designed specifically to meet the needs of the elderly in the college district. In our programs we are constantly exposed to an overlooked and deprived resident -- the low-income senior citizen. Approximately 37.5% of our elderly are below poverty level. 43% have only an eighth-grade or lower educational level. Because they are treated as if their lives are virtually over, many drop out and are a drain on the economic system.

One group of these elderly residents in Ocala formed a club to help their peers and approached us for assistance.

Crafts are not new to senior citizen programs. However, our objectives from the start differed in that we have not only encouraged them in crafts for their recreational and therapeutic value but in the potential to provide them with supplemental income. Our target population has been those seniors who were in need of financial help. CIS money was used to hire the instructor for this first group. Since the beginning, our instructors have been chosen for their ability to work patiently with and relate to the elderly as well as for their knowledge in producing inexpensive, marketable crafts that are not too difficult to produce. We were very fortunate in having our first instructor knowledgeable in the cooperative concept.

We had such good results with this group that it seemed the next logical step was to offer the same opportunity to other groups. Expansion meant the development of a "master plan" of cooperative strategy including a larger staff. The first problem we encountered was when we applied to VISTA for help. We had been encouraged in the belief that their assistance was available. Although they approved the project, their funds had already been allocated. Our alternative plan was to contact the Senior Community Services Employment Program and they were able to furnish us with the people we had need of.

The next problem was two-fold -- participants seemed unable to grasp the significance of group or inter-group cooperation as a part of the co-op concept. They really didn't want to share patterns but felt possessive about "our" crafts. Again, some wanted only to do the things they enjoyed. The other problem was the difficulty in impressing them with the idea that to sell the crafts, quality was essential.

Solutions? Well -- we just plugged along and some do better then others. We must just keep working to teach them that teamwork and quality are not just words but a way of life. It has been great to watch how patient our instructors have been with these people. In fact, they sometimes are protective of them and upgrade poor work so that we have to point out that the participants aren't learning and that is our objective.

CIS money was (again) used to purchase supplies in the initial period, to be repaid when merchandise sold. Simple records of production costs and sales have been kept in a central place for all groups. Each group has kept their own records of participant activity. From these records, they have a basis for distribution of funds after deduction of expenses.

CIS FUNDS

In 1974-75 the state Community Services appropriation dwindled so that many services had to be curtailed.

To remedy this - in mid-1976 CIS was funded as a grant-in-aid to the office of Commissioner of Education from the general revenue fund.

Co-ordinating Councils were set up in each district to more easily define their own community problems and to prevent overlap or gaps in services. The money is administered by an inter-divisional task force and delivered by the school districts and community colleges through the 28 regional co-ordinating councils.

This is a non-credit instructional process to address identified priority problems in Florida communities. The problem areas relate to: health, environment, safety, government, human relations, education/child rearing, and consumer economics.

Approval by the coordinating council must be obtained for any new programs including a course description, a statement of how it will solve the problem, the target group and anticipated program cost.

Programs, management of resources and an assessment of outcomes are carefully reviewed by each council. A report on all CIS activities is made two times yearly.

Statewide amounts: 1979-80 $5,111,970; 1980-81 $6,389,963 (25% increase). $1.00 of support through CIS per adult citizen. Our CIS money: $36,000, 27% of funds distributed to our region.

CO-OPERATIVE STRATEGIES

Preliminary Need Determination

Central Florida Community College serves a three-county district with an area of 3,248 square miles.

1978 University of Florida figures indicate a population of 159,479 with 26% over age 65 in the area. (National average of 10.1%.)

43% of these elderly have only an eighth grade or lower educational level.

37.5% are below poverty levels.

These people have limited options because of inadequate educational background, transportation problems, and handicapping health conditions.

Central Florida Community College developed a successful handicraft co-operative project with one elderly low-income minority group to produce supplemental income. This made us see the need to offer the same opportunity to other groups.

Exploratory Structure

1. Outreach by participants and site instructors
2. Vista volunteers to organize new groups
3. Alternate use of Senior Community Service Employment Program workers
4. Set up simple record keeping for sites
5. Marketing person to obtain outlets for items

Project Action

1. Community Instructional Services instructors will:

   a) Teach participants how to make marketable items
   b) Teach the necessity of good quality in work
   c) Give individual instruction as necessary

d) Oversee record keeping
e) Instruct in the co-operative concept

2. Senior Community Service Employment Program workers will:

a) Assist instructors in working with participants
b) Keep track of materials and of production time
c) Record attendance
d) Pay participants monthly for work sold
e) Provide general assistance as required

3. Marketing specialist will:

a) Survey market for saleable items
b) Obtain samples and secure orders
c) Furnish a pattern and cost analysis
d) Be responsible for delivery and payment of production

In-Service Training

1. Training in making simple marketable items
2. Necessity of quality in production
3. Responsibility of working as a team
4. Simple record keeping
5. Principles of the co-operative concept

Evaluation of Project

1. Periodic site monitoring of attendance, quality of merchandise, cost effectiveness, participant understanding of co-operative procedures, skills attained, and income benefits from program

2. General data on participants including age, sex, race, and educational level

3. Final evaluation measured by:

a) Enrollment at start and finish of project
b) Number of sites at start and finish of project
c) Number of marketing outlets obtained
d) Increase in total sales by participants

CENTRAL FLORIDA COMMUNITY COLLEGE
P.O. Box 1388 Ocala, Florida 32670

An Equal Opportunity College

TITLE I HEA HUMAN DEVELOPMENT OUTREACH PROJECT
Division of Community Services
Cathy Brewster-Coordinator

EVALUATION

We have been pleased with participant retention. An entire group was lost when the instructor became ill and they would not accept a substitute. Other than this, we have had only the usual temporary absences. There is never a good attendance on Social Security day. Illness and lack of transportation seem to be the other two absentee factors.

We started with one handicraft group involving 16 participants. At this time we have five groups with 96 participants.

Age groups of participants:
Under 55 6 55-64 24 65-74 46 75-84 18 85+ 2

Education reported (53 participants):
8th grade or less 33 Some high school 18 Some college 2
Completed 8th grade 10 Completed high 10 Completed college 0

Male 3 White 35
Female 93 Black 61

Of the original 16 participants in 1978, 8 are currently involved as of March 1980. Of the second group of 15, all are currently involved. The other three groups have been added within the past four months. New groups are being formed now.

Central Florida Community College
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HANDICRAFT CO-OPERATIVES

Why and how project was initiated:

1) A club of low-income minority people attempting to help their peers approached the Title I program coordinator to furnish programs for their group.

2) Congregate meals twice weekly and nutrition programs were furnished.

3) Arts and crafts were requested by the club.
   a) Instructors are paid from the Community Instructional Services fund.
   b) These funds are available only to aid in solving specified community problems.
   c) This problem was addressed by making development of skills that could lead to supplementary income the program objective.
   d) As the participants became better at producing quality items, selling was started. However, to keep them busy, more crafts were produced than they were able to sell.
   e) Motivation was greatly improved as these people saw that they were making quality crafts that people would buy.

Anticipated and actual results:

1) Anticipated results:
   a) Participants would learn new skills and improve old ones.
   b) Group growth as participants learn skills that are saleable.
   c) An understanding of the co-operative concept to include the necessity of quality in crafts and group cooperation.
   d) Some knowledge of marketing in order to sell crafts produced.
   e) Improved self-esteem of seniors not only through the recreational and therapeutic value of craft production but in the potential to earn supplemental income.

2) Actual results:
   a) Crafts had to be assigned according to individual capabilities which varied greatly.
   b) Growth was less in the size of the original group than in new group development as word of mouth and media made others aware of the co-operative.

c) At first it was difficult to emphasize quality and participants were inclined to favor making only the things they enjoyed doing.
d) As they progressed in producing quality crafts, marketing was begun. However, by this time they were making more than they were able to sell.
e) Motivation was greatly increased and pride in their accomplishments was much in evidence.

Bringing in a merchandising specialist opened up more outlets to enable us to start additional co-operatives. Primary sales have been in seasonal items. Six months is insufficient time to establish permanent repeat order customers; it will take additional time to achieve this. Meanwhile a store front for permanent display and sale of crafts from all the groups seems very desirable.

Degree of endorsement received on campus:

1) Limited enthusiasm from administration other than Community Services Division as no chance of program producing FTE's. With off-campus sites, results could not actually be seen by them.

2) Community Instructional Services monies available for instructors.

3) Equipment loaned, use of tax number to purchase materials, fee waiver allowed for participants over 55 years of age.

Inter-agency/community cooperation developed:

1) Churches and neighborhood community rooms donated for class meetings.

2) Stores cooperated by giving discounts on materials purchased.

3) Senior Community Employment Services Program supplied four people as assistants.

Possibilities for increased work opportunities for older adults:

1) With proper motivation, avocation does lead to vocation as this program has shown.

2) The knowledge of co-operative concepts will help groups continue efforts when our program is over.

3) Participants are able to do work at home and bring back to the group which enables those who have difficulty getting out also to be involved.

4) If a store front is obtained, the co-operative becomes a more

viable opportunity for income. The Cottage Concept, local store sales, craft fairs and flea markets are alternatives. Selling on consignment was declined due to the time span required for sale.

How others can implement a similar program:

1) Identify needs and motivation level of prospective participants.

2) Outline organizational strategies with alternate plan of action.

3) Secure administration support.

4) Seek resources for adequate staffing, i.e., VISTA, Senior Community Employment Services Program, etc.

   Staffing should include:

a) 1 Marketing Person for all	16 hours per week
b) 1 Handicraft Supervisor for all	20 hours per week
c) 1 Instructor for each group	6 hours per week

5) Initiate classes in Craftsmanship through Adult Education in outreach areas that are accessible to target population.

6) Identify faculty that understands the special problems encountered in working with the elderly as well as knowledge of crafts.

7) Develop a strong community base with a variety of agencies and organizations for support. This could include a central store front for sale of crafts produced, volunteers, classroom facilities, providing miscellaneous supplies for the co-op.

TITLE I HEA HUMAN DEVELOPMENT OUTREACH PROJECT
Division of Community Services
Cathy Brewster - Coordinator

An Equal Opportunity College

SUMMARY

Group Recruitment - Outreach Strategies

Original group approached us - asked for programming.
Need for income obvious. Age and education deter conventional employment.
Next two groups saw what was going on and wanted a group of their own.
Word of mouth of instructors aroused interest in next group.
Friends and neighbors of above group ask for one in their area.
Newspaper exposure to handicraft group formation now.

Instructional Strategies

Course Outline - instructional plans (show course description)
Demonstration teaching
- Merchandise specialist teaches instructors on special items

Specific adult education principals applied
- Motivation
- Previous educational levels
- Participant needs

Involvement - Retention of Participants

Attendance records to monitor absenteeism
Follow-up on dropouts -- illness/transportation

Program Costs

Instructors are paid between $8.50 and $9.50 per hour depending on their qualifications. They are hired for 3 hours per week even though some of the groups meet 2 times a week. Handicraft assistants learn to lead the class when no instructor is present. These assistants are furnished at no cost to us by the Senior Community Services Employment Program, a project of the AARP. They are at present in the process of being transferred to the Green Thumb program.

Product Costs:

Item	Materials	Labor	Wholesale	Retail
Dog	$ .19	$ .29	$ .48	$ 1.00
Christmas sock	.73	1.27	2.00	4.00
Mobile	1.97	.53	2.50	5.00
Angel	.47	.53	1.00	2.00
Ugly	6.00	4.00	10.00	20.00
Humpty Dumpty	.35	.40	.75	1.50

Time Involvement

In this phase there has been a pretty large time involvement by the marketing specialist but it should be less now that we have found the group capabilities and have some marketing sources who will re-order. Merchandise is sold primarily to gift shops, baby stores, toy shops and a local tourist attraction called Six Gun Territory.

Our office spent time designing simple forms and bookkeeping that the groups could understand. I have visited each site at least once a month and am available by phone whenever needed.

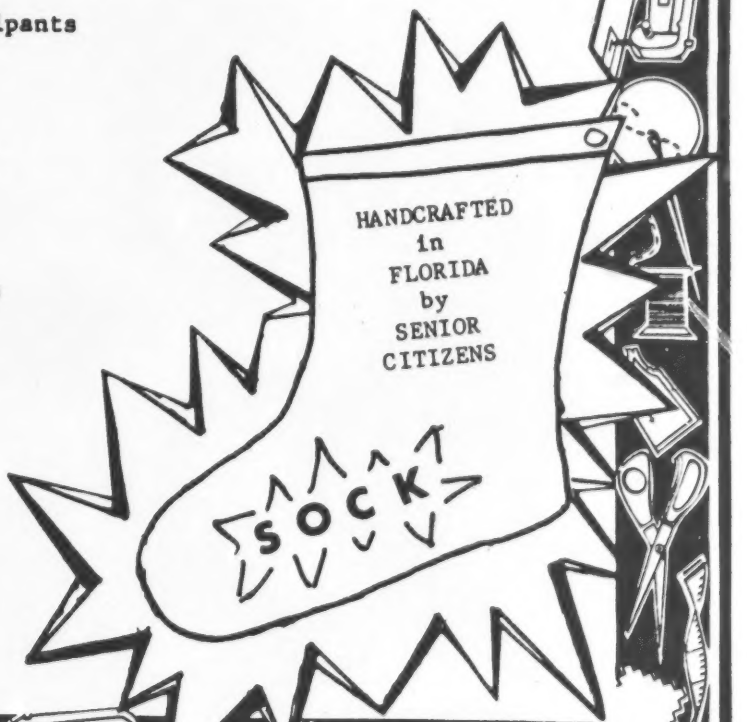
Evaluation

Participants to start and now: 16 - 96
Data on each - age/sex/race/education
New groups - 4

MARKETABLE MERCHANDISE

Where do I start? Twelve Rules

1. Get an idea.
2. Make a sample - remember quality.
3. Write down procedure - can it be improved?
4. Test time and material costs.
5. Can it be sold at a profit?
6. Can it be sold wholesale and still make a profit?
7. Where can it be sold - stores, craft fairs, etc.?
8. Use only merchants who want quality hand-made items.
9. Can co-op participants produce in needed quantity?
10. Can co-op participants produce within time limits.
11. Provide training to maintain Best quality.
12. Be patient! Success sometimes takes a while.



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ANNOUNCEMENT of POSITION VACANCY

CENTRAL FLORIDA
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OCALA, FLORIDA 32670

Position No.:

Position Title: Handicraft Marketing Specialist

Pay Grade: Based upon Community Service non-credit hourly rate
Salary Range: $8.50 to $9.50

Minimum Qualifications:

High School Diploma
Two years work experience in handicrafts
Two years work experience in marketing or related fields
One year teaching handicrafts and/or marketing handicraft products

Desired Qualifications:

Bachelor or Masters degree in marketing or handicraft arts
Three years work experience in teaching and/or marketing handicraft products

Description of Duties:

This is a part-time position: 8 hours per week for six months

1. Identify markets for existing products
2. Develop marketing plans for existing and potential groups
3. Secure handicraft marketing contracts
4. Assist in development of handicraft training curriculum
5. Conduct marketing development training at centers
6. Disseminate information relevant to handicraft production and marketing

Application Procedures: Submit application or personal resume to:

Personnel Office
Central Florida Community College
P. O. Box 1388
Ocala, FL 32670
(904) 237-2111, ext. 290

Application Deadline:

The Central Florida Community College is an equal opportunity employer. Applications from minorities, women, and handicapped individuals are encouraged. Preference is given to certain veterans and spouses of veterans as provided in Ch. 295, Florida Statutes.

Job Title: Handicraft Instructor

Supervisor: Marketing Specialist/Handicraft Supervisor

Qualifications: Must have a general knowledge of a variety of arts and crafts and be able to instruct the participants. Needs to understand the concept of a cooperative and disseminate information to participants. Patience with the elderly is a very important aspect of this position.

Duties:

1. See that supplies to be used for crafts are available.
2. Instruct participants in crafts to be made.
3. See that quality control is maintained.

If there is no supervisor or assistant, additional duties will be:

1. Set up craft supplies.
2. Keep attendance records.
3. Keep record of work participants produce.

Hours: Three to six hours per week for each group

Job Title: Handicraft Assistant

Supervisor: Handicraft Instructor

Qualifications: Must have an interest in arts and crafts and be able to learn a variety of marketable crafts. Must assist instructor in instructing participants. Must have patience to deal with the elderly.

Duties: Provide general assistance to handicraft instructor.

1. Set up supplies to be used in classes.
2. Keep attendance records.
3. Assist participants with producing crafts.
4. Provide craft leadership in instructor's absence.
5. Provide assistance in marketing (craft fairs, etc.).

Hours: Twenty hours per week

GUIDELINES FOR HANDICRAFT CO-OPS

Record Keeping: The following records need to be kept:

1. Itemized list of merchandise sold (a breakdown of material cost for each item will be furnished to co-op).

Example:

Number	Item	Price/each	Total Sales	-	Cost of Materials	=	Amt. left for expenses & participants
38	Small stockings	$1.50	$57.00	-	$17.00	=	$40.00
6	Santa mobiles	2.50	15.00	-	5.00	=	10.00

2. Inventory of completed items on hand:

Example:	Number	Item	Total Wholesale Price	Total Retail Price
	2	Lg.stockings	$4.00	8.00
	X 3	Sm.stockings	~~[illegible]~~ 3.00	9.00 ~~9.00 9.60~~

3. Handicraft Record Sheet - to indicate what each participant has made

4. Record of other expenses - such as light bill, phone bill, etc.

5. Record of amounts paid to each participant

Monthly Summary: Once a month, a summary must be sent to the college showing the following information:

1. Amount of merchandise sales for that month $_____
2. Cost of materials for merchandise sold $_____
3. Other expenses for the month $_____
4. Amount available for distribution to participants: (line 1 minus total of line 2 & 3) $_____
5. Number of active participants for that month _____

When merchandise is sold, all money is to be banked.

The cost of materials from the merchandise sold (line 2 of summary) is to be kept in reserve to pay for new materials needed. This money may not be spent for anything else.

Other expenses of the co-op must be paid (line 3 of summary).

The remainder is to be distributed to participants (amount-line 4 of summary) once a month.

Participants' shares are to be based on the amount of work done on the merchandise sold.

No._____

COST SHEET

Item_____

Materials Cost

Amount	Materials Used	Unit Cost	Total Cost

Total Materials Cost _____

Labor Cost

Total assembly time per unit_____ x $3.00 per hour _____

Total Cost (Materials Cost_____ + Labor Cost_____) _____

Suggested Wholesale Price _____

Suggested Retail Price _____

HANDICRAFT RECORD

Name of Participant _____

Date	Item	# Made	Labor Per/Item	Labor Total	(Amt.Pd.) Credit	(To be pa Balance

ATTENDANCE ROSTER

COURSE _____ LOCATION _____ INSTRUCTOR _____

DAY _____ TIME _____ TERM _____

NAME	ADDRESS	DATES															

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